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PBIS

**Positive Behavioural
Interventions and Supports**

OVERVIEW FOR SCHOOLS

Whole school Positive Behavioural Intervention and Supports (PBIS) increases the capacity of schools to educate all students utilising evidence-based, school wide, classroom and individual interventions.

This project is partially funded by the Australian Government through the Choice and Affordability Fund.

Overview

Students present with diverse behaviour and various social-emotional needs. They require support in different ways across all aspects of school life and therefore the responses of schools need to be flexible to support the success of all students.

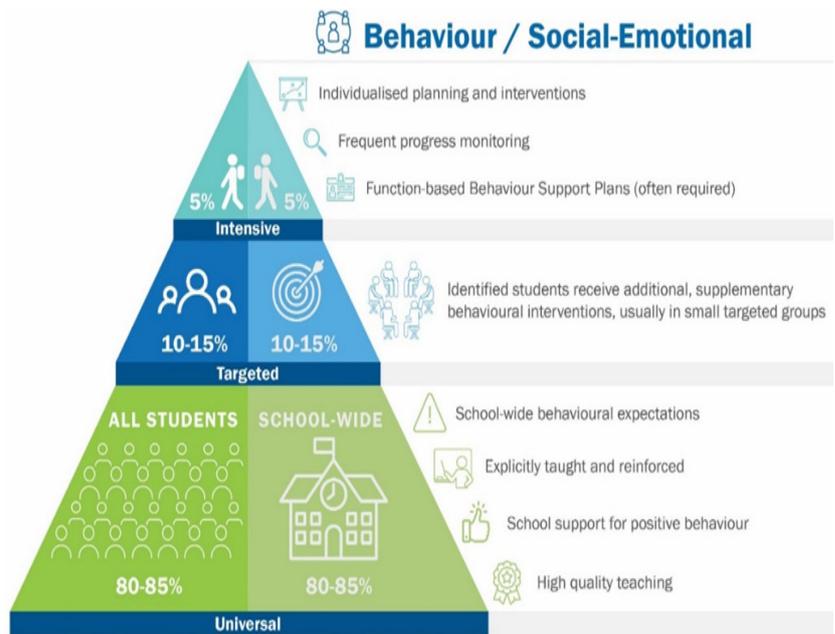
The Association of Independent Schools of NSW (AISNSW) utilises the Positive Behavioural Interventions and Supports (PBIS) framework. This is a three-tiered model to assist schools to implement an integrated continuum of evidence-based behavioural interventions that enhance academic and social outcomes. Whilst each school will make decisions and set directions that reflect their individual context, the PBIS process has applicability across all settings from Kindergarten to Year 12.

Positive Behavioural Interventions and Support

Tier three requires the most intensive level of intervention for students with the most significant needs.

Tier two provides targeted interventions to support students classified as “at risk” who require more intervention than is typically provided within tier one universal support.

Tier one serves as the foundation upon which the other two tiers are built. This tier provides a system of supports to all students in a school based on preventative practices which emphasises the teaching and reinforcement of expected student behaviours. Tier 1 must be implemented with fidelity before moving on to implementing Tiers 2 and 3.



PBIS may otherwise be known as Positive Behaviour for Learning, (PBL) or School-wide Positive Behavioural Interventions and Supports (SWPBIS). The materials and resources used as part of this initiative, have been developed by the PBIS National Technical Assistance Centre in the USA www.pbis.org. AISNSW would like to acknowledge the Centre for the use of these assets.

PBIS at a glance

- Whole school suitable for Pre-K – Year 12 involving school executive, teaching staff, specialist staff and support personnel.

3 years

- School-based professional learning for all staff
- Coaching for PBIS school leadership team
- In-class consultancy support

Project Outcomes

The PBIS framework is focused on enabling and supporting participating schools to achieve the following key outcomes:

- Improved culture and a whole school positive learning environment
- Increased time focused on instruction
- Increased student engagement in learning
- Improved student behaviour
- Improved social-emotional wellbeing

Key Components

The implementation of PBIS involves the participation of all school staff, which is typically lead by the Principal in conjunction with an established school-based PBIS team.

The school-based PBIS team consists of staff in a variety of roles at the school including leadership, learning support and teaching.

Consultants from the AISNSW Student Services team will work alongside school teams to establish whole school processes and implement the phases and key steps systematically associated with PBIS.

An AIS Consultant will be allocated to the school to provide the following support:

- Coaching for the school-based PBIS team
- School-based professional learning for the school-based PBIS team and school staff
- In-class consultancy support

- Co-contribution towards professional learning and teacher release for coaching and consultancy support.

How is it Implemented?

The implementation of PBIS requires a 3-year commitment.

The implementation process is ongoing and constantly modified to meet the changing needs of the school and to address current concerns.

Consultancy support and coaching is provided in conjunction with school-based professional learning and focused on the following essential foundations:

- Commitment of the Principal and establishment of a PBIS Team to lead the process of implementation
- Whole staff commitment for establishing a positive school-wide social culture
- Common vision, values and language regarding behavioural interventions and supports
- At least monthly meetings with a clear schedule and structure
- On-going data-based monitoring, evaluation and dissemination
- Procedures for selecting, training and coaching all school staff

It is envisaged that the school will develop these key practices:

- School-wide positive expectations and behaviours which are defined and taught
- Procedures for establishing classroom expectations and routines consistent with school wide expectations
- Continuum of procedures for encouraging positive behaviour
- Continuum of procedures for discouraging problem behaviour
- Use of data-based decisions when problem solving behaviour concerns
- Procedures for encouraging school-family partnerships

Implementation Timeline

School Readiness (Year 1)

1

Expression of Interest

School submits an expression of interest. The AIS Consultant will meet with the Principal and school executive to discuss alignment of the school's existing approach and values and compatibility to the philosophy and principles of PBIS. The commitment required and the essential components will be discussed in further detail including implementation process, time line, training and ongoing support. | Personnel: Principal and members of school Executive. AIS Consultant

2

Exploration: Whole School PL Introduction

An introductory presentation focused on building awareness about PBIS is scheduled for all school staff. This will also involve completion of the School Readiness survey that examines the conditions required for successful implementation. This includes staff buy-in, commitment and readiness. It is the outcomes of this survey, completed by staff, that determines the readiness of the school to commit to the initiative for the three year period.

School Preparation

3

Build Commitment

Based on the outcomes of the completed survey, an agreement is signed by the Principal and formal collaboration with the AIS Consultant is established. | Personnel: Principal. AIS Consultant

4

Identify and Establish School PBIS team

The Principal calls for expressions of interest to establish the school based PBIS team.

5

PBIS Team Professional Learning: 2-day Intensive Training

Opportunities for networking with PBIS teams from other schools will also be provided. | Personnel: PBIS Team. AIS Consultant

School Implementation: Tier 1

6

School Implementation: Tier 1

PBIS team schedules routine and regular meetings to lead implementation within the school.
PBIS team schedules monthly meetings with AIS Consultant.

7

PBIS Team Professional Learning: Effective Classroom Practices

PBIS team attends 1-day training: Effective Classroom Practices facilitated by AIS Consultant.
Tier 1 Training for class teachers: Effective Classroom Practices.

Feedback and coaching to class teachers. | Personnel: PBIS team, AIS Consultant, class teachers.

8

PBIS Team Professional Learning: Mental Health, Family Partnerships, Introduction to Functional Behavioural Assessment

PBIS team attends 1-day training facilitated by AIS Consultant.

School Implementation: Tier 2 and Tier 3 (Years 2 and 3)

9

Establish Tier 2 and Tier 3 function-based support for students with more intensive support needs.